



Job Corps & Roadway Program

Celebrate Success

Roadway Express, the nation's premier over-the-road trucking company, partnered with the Earle C. Clements Job Corps Center in 2001 to offer a training program for students with no truck-driving experience. The training includes classroom work and hands-on driving with Roadway employees. After four to six months of training, students can be on their way to becoming a professional truck driver. In the two years of partnership, Roadway has trained six students from the Earle C. Clements Job Corps Center.

Students who graduate the program at Earle C. Clements are transferred to Chicago Heights to begin their careers. At times, the transition to the working world can be difficult for the students. Thanks to Roadway personnel and to Job Corps students serving as mentors, the program is going strong.

"As each new graduate arrives, Job Corps alumni help them adjust to their new career," said Maureen Massa, personnel manager at Roadway. "They have become a family among themselves."

Currently, all of the Job Corps alumni are averaging a weekly paycheck of \$1,000 to \$1,500. Most of them are putting money away in the credit union, and some are investing in Roadway stock.

"The struggles the students experienced in the beginning of their careers seem very distant now, and future students surely will benefit from our 'pioneers' of the program," Massa said. "We all look forward to continuing our successful partnership with Job Corps."



SUCCESS STORY:

Peter Top Rises to New Heights

Keystone Job Corps student Peter Top has learned career skills and has taken advantage of educational opportunities just like thousands of other Job Corps students, but his story is far from typical. Before coming to the United States, Top, a Sudanese native, lived in a world of war, starvation and fear. His past experiences are the foundation for his determination to succeed in Job Corps and in life.

After war broke out in Sudan in 1991, Top fled his home and headed for Ethiopia on a 10-day trip where tree leaves provided the only nourishment. Within the year, war again came into Top's life and he was forced to leave Ethiopia and return to Sudan to join the army. He was just 10 years old.

In 2000, the U.S. Immigration and Naturalization Services came to the refugee camp that Top had escaped to and informed him that moving to America would provide him with opportunities he could not find in Sudan. Top grabbed hold of this second chance and embraced the possibilities of success that lay before him.

"On Sept. 4, 2001, I arrived in Richmond, Va., and six months later I enrolled in the Keystone Job Corps program. A friend recommended the program," said Top. Top arrived at the Keystone Job Corps Center in April 2002. He saw Job Corps as an opportunity to receive hands-on training and to transition into higher education or the workforce of his new country.

In May 2002, Top entered the plumbing vocation and in March 2003 he received his GED. Top did so well in his trade that his instructor, Jack Pape, arranged a Work-based learning opportunity with Linco Construction Inc.

Top's training at Job Corps provided the skills he uses every day at Linco Construction, including blueprint reading, carpentry skills and time management. The project involves the new dorm construction at Keystone Job Corps Center. Top's starting salary of \$23.29 per hour is a far cry from his days in his war-torn homeland.

Pape and contractor Bill Lindley were instrumental in establishing Top's Work-based on-center learning experience and encouraging him to achieve more. Both have been impressed with Top's trade knowledge and work ethic, and Top attributes much of what he has accomplished to his instructors' motivating him and giving him a sense of pride to finish the program.

"Peter rises early and can't wait to begin work," said Pape, "He shows great employability skills and sets a fine example for other students."

Top's experience with Job Corps helped him gain the academic and professional skills to face difficult challenges in a new world. Top hopes that his story will help encourage other young people to embrace their opportunity with Job Corps.

Top said when coming to America most people called him the "lost boy" of Sudan. He proved himself anything but lost by pursuing his education and securing a job that provides money, hands-on experience and a sense of accomplishment.

"We 'lost boys,'" said Top, "we give thanks to the American people."



THE CONSTRUCTION INDUSTRY STEPS UP

Career placement in high-paying careers and good industry partnerships are top priorities for any Job Corps center. The commercial, industrial, and heavy highway sectors of the construction industry have stepped up to partner with centers by creating the Youth Training and Development Consortium (YTDC).

Officially started in August, YTDC is an educational foundation created specifically to recruit Job Corps students into the higher paying construction careers in those sectors and to help centers partner with the larger, national constructors.

A number of the nation's largest construction firms are on board as partners, and YTDC's president, Kurt Morauer, is continuously recruiting new firms. Several Job Corps contractors have already given support to the project, and ResCare was recently appointed a foundation partner and offered a seat on the board of trustees. The informational Web site at www.ytdc.org just came online, and in January the recruitment portion of the Web site will be operational. After a 90-day beta test using student data from both ResCare and MTC, all centers will be offered availability to the site and constructor subscriptions will begin.

A free service to Job Corps students and centers, after a minimal investment for the data entry software, the entire recruitment service will be funded by the construction industry. Any construction company can subscribe, so ultimately hundreds of constructors will be looking at your student completors. Students in carpentry, electrical, plumbing, masonry, heavy equipment operations and mechanics, HVAC, welding, and clerical are in demand.

YTDC will also facilitate partnerships between these firms and individual centers as well as helping the centers access national construction credentials for students.

For additional information visit YTDC's Web site at www.ytdc.org or call Kurt Morauer at (352) 379-8015.



(Left to right) Thomas McDermott, coordinator, Region II Vocational Taskforce; Gene Neville, OPCMIA, regional coordinator accepting the award for Scott Ruane; Lynn Intrepid, regional director, Job Corps Region II; and James Kennedy, coordinator, Region II Vocational Taskforce.



(Left to right) Thomas McDermott, coordinator, Region II Vocational Taskforce; Dave Henn, Home Builders Institute; Lynn Intrepid, regional director, Job Corps Region II; and James Kennedy, coordinator, Region II Vocational Taskforce.

VOCATIONAL TASKFORCE NEWS

The Vocational Taskforce met Oct. 28-29 in Baltimore, Md., to address new initiatives and vocational matters affecting the Region. Items discussed included the Region's new VST Competition, OA needs, and new initiatives surrounding the TARs.

The guest speaker was Kurt Morauer, president of the Youth Training and Development Consortium (YTDC). Morauer discussed how his organization can help Job Corps.

An important initiative of the Vocational Taskforce is the revision of TARs for student use on centers. The TAR committee presented a revised business technology TAR, with plans to continue revisions for the next taskforce meeting.

Dave Henn, Home Builders Institute, and Scott Ruane, National Plastering Industry, were honored for their dedication and hard work in creating the regionwide center assessment forms.

The Region II Vocational Taskforce is a committee of Regional Office Staff, vocational contractors, vocational managers and instructors. The taskforce was created to gather information on vocational issues, linkages, job placements and vocational assessments throughout CDSS. All Region II center operators and interagency partners are represented in this work group.

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Job Corps Region II VST COMPETITION

The Regional Office is proud to announce the addition of a regionwide competition allowing students the opportunity to showcase their vocational competencies – the Vocational Skills Project Competition.

Since 1990, various competitions have been held in Region II to display the talents and abilities of students. The Academic Olympics, Fine Arts Competition and Culinary Arts Competition are each successful in promoting student morale and retention. To expand the opportunity for students to participate in a variety of activities, the Region has created a Vocational Skills Project Competition.

The Vocational Taskforce was charged with establishing the criteria and rules for the competition, and will be responsible for judging all entries.

Each center will be provided a foam core board(s) for submitting the final project(s). The display should include a combination of detailed photographs, a design drawing and a complete narrative description of how the project meets the competition's criteria. The photographs should include closeups of the workmanship and at least one photo showing the project in its setting. On the back of the board, the center should tape a copy of the original approved VST-2.

There will be first, second- and third-place prizes awarded in each category. Each student involved in the project will receive a certificate of acknowledgment. Centers will be presented a plaque for each winning entry that can be proudly placed on the finished VST project. A monetary award will be given to each winning center to purchase vocational equipment.

Deadline for entries is Aug. 2, 2004. Judging will occur during the August meeting of the Vocational Taskforce. Winners will be announced in September 2004.

Questions about this competition can be addressed to Vocational Taskforce Coordinators Thomas McDermott at (215) 861-5509 or James Kennedy at (215) 861-5515.



COMPETITION RULES:

1. Each center may submit one center-based VST project and one community-based VST project. Centers are not required to submit both types.
2. Projects selected must be completed during PY 2003, which ends June 30, 2004. For this initial year of the competition, there may be projects which carried over from PY 2002.

JUDGING CRITERIA:

Center-based VST Project

1. Up to 35 points will be awarded based on the extent to which the project enhances students' lives at the center and/or improves the overall appearance or functionality of the center facility.
2. Up to 35 points will be awarded based on the quality of the project and workmanship – including design, craftsmanship, neatness and professionalism.
3. Up to 30 points will be awarded based on the variety of skills and competencies utilized in the project.

Community-based VST Project

1. Up to 35 points will be awarded based on the extent to which the project enhances the appearance of the community and/or enhances the lives of community members.
2. Up to 35 points will be awarded based on the quality of the project and workmanship – including design, craftsmanship and professionalism.
3. Up to 30 points will be awarded based on the variety of skills and competencies utilized in the project.



REGISTERED APPRENTICESHIPS

An OPPORTUNITY for Job Corps Graduates

Students interested in furthering their vocational training may want to extend their training through a registered apprenticeship.

A registered apprenticeship is a structured training program that combines on-the-job training and technical instruction for highly skilled occupations.

By participating in an apprenticeship program, students can equip themselves for a rewarding career in a wide range of interesting and challenging occupations. Currently, there are more than 850 apprenticeship occupations.

Apprenticeships can last from one to six years depending on the occupation. During this time, apprentices work and learn under the direction of experienced workers. Over time, the diversity and complexity of the training increases, helping the apprentices become highly skilled in their chosen trade.

Students who join an apprenticeship program will be paid. The more students learn, the higher their pay. Generally, apprentices are paid 50 percent of a skilled worker's wage. Wages for apprentices increase at regular intervals as their job skills increase. At the successful completion of the apprenticeship, they become certified journey-level workers and receive a nationally recognized certificate. The salary for journey-level workers is comparable to college graduate or advanced degree salaries.



For more information, including a list of the apprenticeships by region and state, visit:
www.doleta.gov/atels_bat
or call (877) US-2-JOBS.

WHAT ARE THE BENEFITS OF REGISTERED APPRENTICESHIPS?

- Nationally recognized Certificate of Completion of Apprenticeship
- High-wage opportunities that meet or exceed those of college students
- The opportunity for students to earn as they learn

WHAT INDUSTRIES PARTICIPATE?

- Construction
- Manufacturing
- Telecommunications
- Information technology
- Service and retail industries
- Health care
- Military
- Public utilities
- Public sector

WHOM DO I CONTACT ABOUT REGISTERED APPRENTICESHIPS?

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